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ABSTRACT

Described are various aspects of a program to train school personnel to meet the special needs of mainstreamed children. The staff development program is discussed in terms of program responsibility, strategy, and steps taken by the principal in the implementation procedure. The four stages of Project RETAP, a special education in-service program for regular education teachers and principals, are reported to include building a positive relationship between instructor and workshop participants. Outlined are topics (such as behavior problems in the classroom, behavior modification, and development of self concept) covered during a released time workshop on student behavior. Additional material on gross motor training, body awareness, motor planning, body control, visual memory and perception, tactile and kinesthetic skills, and auditory analysis are given in Appendix B. In a formative evaluation, eight results are listed for the program which include that parent participation was built into the program in the form of parent conferences and workshops. A summative evaluation of the program is presented with tables; and it is concluded that the program resulted in gains in student performance in the areas of attendance, behavior, and academic achievement. Also appended are information on Project RETAP and monitor reports. (SB)

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# STAFF-DEVELOPMENT PROGRAM

By

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Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University.

Providence Cluster
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TABLE OF CONTENTS


| | | Page |
|---|---|---|
| I. | STAFF DEVELOPMENT PROGRAM | |
| | A. Abstract | i |
| | B. Introduction | 1 |
| | C. Identifying the Problem | 4 |
| | D. Responsibility | 6 |
| | E. Strategy | 6 |
| | F. Implementation Procedure | 7 |
| II. | PROJECT RETAP | 10 |
| | A. Theoretical Overview | 12 |
| III. | RELEASED TIME WORKSHOPS | |
| | A. Introduction | 14 |
| | B. Student Behavior | 14 |
| | C. Behavior Modification | 15 |
| | D. Behavior Problems in the Classroom | 16 |
| | E. Contingency Contracting | 18 |
| | F. The Shy-Passive Child | 19 |
| | G. Development of Self-Concept | 23 |
| IV. | FORMATIVE EVALUATION | 25 |
| V. | SUMMATIVE EVALUATION | 31 |
| | A. Table I - Attendance Data - Classroom A | 34 |
| | B. Table II - Attendance Data - Classroom B | 35 |
| | C. Table III - Contingency Contracting Attendance Data | 36 |
| | D. Table IV - Attendance Data - Control Group I | 37 |
| | E. Table V - Attendance Data - Control Group II | 38 |
| | F. Table VI - Student Behavior | 39 |
| | G. Table VII - Performance Data | 40 |
| VI. | APPENDIX A - PROJECT RETAP | 41 |
| | A. In-service Workshop | |
| | 1. Shield Design | 42 |
| | 2. Personal Resources | 43 |

TABLE OF CONTENTS (cont.)


| | | Page |
|---|---|---|
| 3. | Descriptive Data | 44 |
| 4. | Establishment of Norms for Social and Academic Behavior Within the Classroom | 45 |
| 5. | Normative Academic Achievement in the Classroom | 46 |
| C. | Agenda for in-service workshop | |
| 1. | Session I | 48 |
| 2. | Session II | 50 |
| 3. | Session III | 56 |
| 4. | Session IV | 60 |
| 5. | Session V | 61 |
| VII. | APPENDIX B - RELEASED TIME WORKSHOP | 62 |
| A. | In-service Workshop | |
| 1. | Gross-Motor Training | 63 |
| 2. | Body Awareness and Suggested Classroom Modifications | 71 |
| 3. | Motor Planning Suggested Classroom Modifications | 73 |
| 4. | Body Control: Suggested Classroom Modifications | 75 |
| 5. | Visual Memory | 76 |
| 6. | Visual Perception | 77 |
| 7. | Tactile and Kinesthetic Skills | 78 |
| 8. | Auditory Analysis Program | 79 |
| VII. | APPENDIX C - MAXI I MONITOR REPORTS | 80 |

## ABSTRACT

The purpose of this practicum was to develop a staff-development program that would adequately prepare school personnel to effectively implement a mainstream program in the city of Providence. A program was developed, implemented, and evaluated. As a result of the positive effects of the program, similar projects will be implemented in several schools during the 1975-76 school year. It is important to note that this program was developed and implemented at no additional cost to the Providence School Department and will be expanded in varying degrees during the 1975-76 school year without increasing the training budget.

# INTRODUCTION

During the 1973-74 school year the Providence School Department implemented a program called Operation Mainstream. The purpose of this program was to place special education students into regular classes. Students not in special education classes but identified as having special needs were also involved in Operation Mainstream. As part of this program teachers trained in special education were designated as Diagnostic Prescriptive Teachers or Resource Teachers and assigned to "regular schools" to assist classroom teachers in meeting the special needs of mainstreamed children. After a year of experience in Operation Mainstream, it was found that many children had not made the proper adjustment to regular classes. Also, teachers and building administrators had great difficulty in implementing this program. Some children were placed back into special education classes while others who remained in regular classes continued to have adjustment problems. It was evident that teachers were not adequately prepared to meet the special needs of mainstreamed children. Building administrators had little control over this situation with few options as how to deal with the many problems associated with the implementation of this program.

As the 1973-74 school year came to a close, it became apparent that Operation Mainstream would continue. Little

effort was made, however, to overcome the problems associated with the successful implementation of the program. Budget restraints were given as the primary reason for not developing programs to meet these concerns. As Principal of the E. W. Flynn Model School, I decided to take on the responsibility for developing a program for overcoming the problems associated with the implementation of Operation Mainstream.

Prior to the 1974-75 school year a proposal for a staff-development program was presented to central administration. Upon acceptance of the proposal, contact was made with school department and college personnel so as to provide Flynn with as much expertise as possible in the development and implementation of this program. A program was developed and implemented. As a result of the program, the administration and faculty at the Flynn School were able to provide positive experiences for mainstreamed children and were better able to meet their educational needs. An evaluation of the Staff-Development Program showed that class disruption resulting from poor behavior declined while the quantity of work completed and the level of academic achievement among mainstreamed students increased.

As a result of the positive effects stated above, the staff-development program will be implemented in varying degrees in several Providence schools during the 1975-76 school year. Also, the Flynn School will continue working on improving the delivery of services to mainstreamed children

resulting from a continuous program of staff development. A pilot project will be implemented for this purpose during the 1975-76 school year. It is important to note that the staff-development program was developed and implemented at no additional cost to the Providence School Department.

## IDENTIFYING THE PROBLEM

Operation Mainstream was implemented in the city of Providence during the 1973-74 school year. The purpose of this program was to place special education students into regular classes. Students not in special education classes but identified as having special needs were also involved in this program. After a year of experience in Operation Mainstream, it was found that many children had not made the proper adjustment to regular classes. Also, teachers and building administrators had great difficulty in implementing this program. Some children were placed back into special education classes while others who remained in regular classes continued to have adjustment problems.

The Special Education Department of the Providence School System implemented Operation Mainstream without first providing those involved in the implementation of the program with adequate training. As a result, the program did not enjoy the success envisioned by the proponents of the mainstream concept. The program was successful from the point of view of the number of students placed back into the mainstream of education. It was not successful from the standpoint of the quality of service received by these students. This poor quality of service resulted in the inability of some students to adjust to regular classes. If Operation Mainstream was to

be successful, a program had to be developed that would adequately train school personnel to meet the special needs of mainstreamed children. Also, this had to be accomplished without the need for additional funds from the Providence School System.

## STAFF-DEVELOPMENT PROGRAM

### Responsibility

As Principal of the Edmund W. Flynn Model School, I assumed major responsibility for developing and implementing a staff-development program aimed at adequately training school personnel for the successful implementation of Operation Mainstream throughout the city of Providence. Assistance in developing and implementing this program was received from members of the Flynn administration and faculty, Central Administration, and college personnel.

### Strategy

Prior to the beginning of the 1974-75 school year, I took the following steps in the planning and implementation of the staff-development program at the Flynn Model School.

a. Developed a proposal for a staff-development program to be implemented at the Flynn School.

b. Presented this proposal to the appropriate central staff administrators of the Providence School Department. Approval for and support of this program was requested and received.

c. Contact was made with central staff and college personnel to assist with the development and implementation of the program. As a result of these contacts the Special Education Administrator for the Providence School Department increased the service to Flynn of a Diagnostic Prescriptive Teacher who could provide added expertise in the development and implementation of the program.

Also, through contacts made with a local college I was able to recruit the assistance of Richard Dickson, PH.D., Assistant Professor of Special Education at Rhode Island College.

d. Developed a proposal for approval by the State Department of Education for twenty released time days. These released time days would be utilized in implementing the staff-development program. Approval for a maximun of twenty days was authorized by state department officials.

## IMPLEMENTATION PROCEDURE

The first step in the implementation procedure was for me, as Principal and Project Coordinator, to gain a better understanding of the needs of handicapped children. It was also important to gain a better understanding of the problems inherent in attempting to meet the needs of these children. As a result of these concerns, I applied for and was accepted into a five-week workshop for school principals involved in implementing a mainstream program. The workshop was sponsored by the State Department of Education. It dealt with the following areas: (1) types of handicapped children (MR, ED, and LD); (2) the characteristics of each; (3) procedures for determining handicaps; and (4) methods utilized in working with the handicapped child.

The second step in the implementation procedure was for me to gain some insight into the administrative problems inherent in implementing a mainstream program in a regular school. In this area I became involved in a workshop developed by a Nova student as part of his Maxi II. This workshop

involved methods and strategies used in dealing with parents of both handicapped and non-handicapped children, alternative placements for handicapped children (self-contained, regular classes, resource rooms, etc.), and models for providing the handicapped child with special help (DPT, Resource, and Consulting Teacher Model).

The third step was to provide the Assistant Principal, Guidance Counselor, and Social Worker with similar training so as to enable them to assist in the training of classroom teachers and to work with mainstreamed children. This was accomplished by coordinating a workshop with the School Clinic, a federally funded project in Providence under Title I. The workshop involved personnel from several schools, a psychiatrist, a psychiatric social worker, and members of the Flynn staff. The workshop dealt with examining the needs of handicapped children and methods for meeting these needs in a regular classroom environment.

The fourth step in the implementation procedure was developing a training program for teachers that would allow for the successful implementation of Operation Mainstream. This was accomplished by establishing a training program during released time days, and also by participating in Project RETAP, a special education in-service program for regular education teachers and principals.

The fifth step in the implementation procedure was to build parent participation into the program. In many cases,

meeting the needs of a child requires parent involvement and cooperation. This was accomplished by my requesting and receiving approval for two released time days for parent conferences. These conferences were held on a weekday afternoon in November and April. Parents were informed of the strengths and weaknesses of their children and were given suggestions as how they could assist the school in meeting their needs. Also, two workshops were held for parents in the area of reading. The purpose of the reading workshops was to provide information to parents about the reading program. The workshops included an explanation of the program and a demonstration by the children. All members of the Flynn faculty and administration participated in the parent involvment program.

The above steps were successfully completed and resulted in increased competancy on the part of the Flynn staff in dealing with children with special needs. The following two sections give a detailed explanation of the Released-Time Workshops and Project RETAP. Each workshop will be explained in terms of the rationale for the workshop, the participants involved, and the content covered. The remaining section of the report will include an evaluation of the project. The project will be evaluated in terms of its success in the planning and implementation of a staff-development program and in terms of student performance in the areas of attendance, behavior, and academic achievement.

PROJECT RETAP

Project RETAP is a special education in-service program for regular education teachers and principals which addresses the process of effectively educating children with special needs in regular classes. It is funded by the U. S. Office of Education, Bureau for the Education of the Handicapped, through a grant awarded the R. I. State Department of Education's Unit on Innovative Programs for the Handicapped and subcontracted to the Bureau of Social and Educational Services at Rhode Island College.

Within the last few years a special education trend called "mainstreaming" has evolved which advocates for the maintenance of and reintegration of mildly handicapped children in regular classes. Given appropriate educational experiences in the regular classes, the need for intensive special education intervention for mildly handicapped youngsters will be unnecessary. Crucial to the success of effectively educating mildly handicapped youngsters in regular classes are the procedures employed by their teachers and principals. This in-service project is designed to assist teachers and principals in acquiring additional skills within the context of their own classrooms and buildings.

As a result of contacts made with college personnel in the initial stages of my Maxi I project, the Flynn School was

selected to participate in the initial phase of RETAP. A college based special educator was assigned to the Flynn School one half-day per week. While school was in session, he worked with two teachers in their classroom. In this way, the instructor was able to identify and/or assist the teachers in identifying the educational goals for their class. He was also better able to understand the classroom situation, to identify the problems, and to assist in the successful resolution of the problems. For two hours after school, the two teachers, the college based special educator, and I met for instruction in affective curricular and behavior change procedures. The topics for these sessions were determined by the perceived needs of the participants and the observations of the college based instructor while in the classroom. This format was followed for approximately fifteen weeks. During the months of March, April, and May a series of in-service programs were generated by the two teachers, the college instructor, and myself. These in-service programs were then presented by me with the assistance of the two classroom teachers and Dr. Dickson. Fifteen teachers on the Flynn staff participated in this program. Appendix A of this report includes materials developed by Dr. Dickson and utilized in the in-service workshop. Also included in this report, is the agenda for each in-service workshop and the materials presented to the participants of RETAP.

## Theoretical Overview

The theory within which this project was framed was developed by a social researcher at the University of Michigan, Ronald G. Havelock. It is directed toward promoting productive change in education. The theory is divided into six stages. The first four will be covered in this overview.

Stage I is called building a relationship. To develop a positive relationship between the instructor and the participants of the workshop, it is necessary to know about the educational system within which the relationship is to develop. As you know, each school is somewhat different from every other school. Hence, it is important to know the norms, the leaders, and the influential people in the school. Most importantly, it is necessary to identify the educational goals which each teacher has for his or her class.

As people who work daily in a school, a teacher and principal have several advantages in promoting productive change: they know the school and its teachers; they speak the language literally and figuratively; they understand the norms of the school; they can identify the school's needs and goals; and they are a familiar figure, a known quantity. The establishment of a successful relationship is the key to productive planned change. It is the key to productive change between the instructor and the workshop participants in the in-service sessions.

Stage II is called diagnosis. It involves a systematic attempt to understand the present situation. A diagnosis involves identifying the problem of the situation, the opportunities for resolution, and what would be considered as a successful resolution to the present situation.

Stage III of the theory involves the acquisition of relevant resources which translates to mean that we must acquire information related to problems and situations presented. Information must be acquired for diagnosis. Diagnostic information can be derived primarily from the vocalizer of the problem. To get the most information out of the person vocalizing the problem, a three step strategy is proposed: (1) listening, (2) reflecting, and (3) inquiring. Once diagnostic information is gathered, a horning-in strategy is employed. That is, the problem vocalizer is assisted in specifically describing the problem.

Stage IV involves choosing a solution. With a problem and a lot of relevant information available, a potential solution may be developed. A four-step sequential process that could be followed in choosing solutions is: (1) deriving implications from research, (2) generating a range of solution ideas, (3) feasibility testing, and (4) adaptation.

The information regarding Project RETAP and the theoretical overview of Havelock's theory is the work of Richard L. Dickson, Ph.D., Assistant Professor of Special Education at Rhode Island College.

## RELEASED TIME WORKSHOPS

The Rhode Island State Department of Education has approved a released time program whereby a school may request up to twenty half-days for the early dismissal of students. These released time days may be used for parent conferences, program and budget development, and teacher in-service training. In keeping with my Maxi I proposal, I requested and received approval of up to twenty released time days by the State Department of Education. Ten of these released time days were utilized for the staff-development program. Two additional days were utilized for parent conferences. Following approval of the released time days, I conducted several meetings with appropriate school personnel to determine areas of need. Based upon these concerns, workshops were conducted over a five-month period and included such topics and student behavior, gross motor training, body awareness, visual memory, visual perception, auditory memory, auditory perception, and tactile and kinesthetic skills. The topics were presented by staff members at Flynn in their area of expertise. My responsibility was to coordinate each workshop session and also to present the topic of student behavior at the first session.

## STUDENT BEHAVIOR

I. Presentation and discussion of ten golden rules for classroom discipline.

A. Show genuine interest in every child in the group.

B. Be liberal with sincere praise, but do not strive for popularity.

C. Praise in public; censure in privacy.

D. Be consistent. Children are quick to spot inconsistencies.

E. Never punish in anger or "to get even".

F. Don't punish the entire group for the misbehavior of one child.

G. Show confidence in children's ability to develop self-control.

H. Keep children who are potential problems interested and busy. Help from the principal, psychologist, or parents should be sought immediately if really needed.

I. Do not create situations that encourage children to lie, to challenge your authority, or to test your intentions.

J. Allow children to save face when they are in a tight spot.

II. Behavior Modification - Behavior is strengthened or weakened depending on its consequences.

A. Procedures to Increase Behavior

1. Praise and approval.

2. Modeling.

3. Shaping - reinforcing successive approximation of desired task.

4. Token Reinforcement Program - three essential factors.

a. Set of instructions to the class about the behavior that <u>will be</u> reinforced/rewarded.

b. Making the reinforcement stimuli (tokens) contingent on behavior.

c. Set of rules governing the exchange of tikens for rewards.

(It is desireable to use rewards natural to the classroom...special privileges...selected activities...free time..., etc.)

5. Programmed Instruction - logically sequenced small steps with immediate feedback.

6. Self-specification of contingencies.

7. Self-reinforcement - teaching children to adopt high standards - use models.

8. Clear rules and directions.

a. Clear specifications.

b. Frequent review

B. Procedure to Decrease Behavior

1. Extintion...do not attend to inappropriate behavior...behavior will decrease. This technique is ineffective without praise for appropriate behavior.

2. Reinforcing behavior that is compatible.

3. Soft reprimands...immediate and audible only to child.

4. Time-Out from Reinforcement.

5. Self-Monitoring for self-control (count to ten)

III. Behavior Problems in the Classroom

A. In the Classroom

1. Structured classroom important.

2. Use a firm, quiet voice and do not compromise.

3. Make sure child understands rules, and explain the point system.

4. At least five points for a morning reward and an additional number for a star at end of day. At end of week an extra reward for five stars.

Rewards can be something tangible or something enjoyable--playing with toys, using crayons, clay modeling, and helping.

5. Reward positive moves--entering room, hanging up coat, raising hand, sitting in seat, doing worksheet, etc.

6. Loss of points for leaving seat, speaking out, not answering, etc. Explain why point is being taken away.

7. As behavior improves, make it more difficult to earn points. At times this works when child is not achieving better behavior.

B. Treatment of child

1. Try not to give attention for misbehavior.

2. Overlook more than you see, don't argue, ignore out-bursts.

3. Refrain from sending from classroom because this may be an escape or make him important to the rest of the group.

4. Criticize behavior, not child - refrain from saying "You".

5. Praise immediately, regardless of what has come before, but don't over-praise.

6. Give leadership in a group--passing out papers, directing others in erasing boards, putting away materials, etc.; make a member of a second group so he can learn to follow.

7. Find a place where a child may retreat that is quiet and less competitive.

C. Specific Ideas

1. Use structured work sheets; assign one task at a time, making directions clear and brief.

2. Keep assignments brief, and make sure it is understood each one must be completed before going on to the next.

3. Write assignments on board as well as announcing them.

4. Keep to same daily routine if possible.

5. Be careful not to start above level. Determine what specific skill areas need work, and be very certain there are no problems before moving to a new area. This doesn't mean that he can't be given related work. When one skill is mastered, continually review. When he seems to have mastered something, perhaps he could test someone else. Pairing up is good.

6. Be sure they know that <u>where</u> means what place; <u>when</u> means what time; <u>who</u> means which person.

7. From testing remedial and specific skills, training work can be determined. Much of this can be used with the whole class.

8. Sometimes the behavior problem is a bored child or one who feels a lack of attention although he has no academic problems. He needs special assignments, extra work, responsibility for helping others, reading a story and letting class talk about it.

## IV. Contingency Contracting in the Classroom

Contingency Contracting is one way of eliciting a desired behavior.

The "Operant theory" is based on these assumptions:

A. Behavior starts at an operant level.
B. It is furthered by reinforcement.
C. It is weakened by extinction.
D. Behavior is not controlled very well by punishment.

Behavior modification techniques will work across diagnostic categories, across age groups, and across types of disturbed behavior.

The likelihood that behavior will recur depends on its consequences. In Contingency Contracting the consequence of a behavior is usually some alternate behavior. The child might wish to engage in this type of alternate behavior. Contingency Contracting is a systematic use of

reinforcement; "If you accomplish x, I will let you have or do y."

The contract is a non-preferred task (complete x number of workbook pages), followed by a progress check, followed by a reinforcing event (y minutes working on a model plane) if the progress check is passed. If not, alternatives should be available.

Some suggestions:

A. Contract aim should be accomplishment, not obedience.

B. Contract terms must be clear.

C. Contract should be positive.

D. Contract must be fair and realistic in terms of ability (both behavior and ability).

E. Initial contract should be small and simple.

F. Reward should immediately follow performance.

The ultimate objective of any behavioral modification plan is to enable the subject to shift to self-motivation, self-management. Contingency contracting should be systematically applied with this end in mind.

## V. The Shy-Passive Child

Some children generally isolate themselves from others. When in the presence of others, they are relatively inactive. In response to direct comments or approaches, the child may turn away, provide only limited reply, seldom look directly at others, and may display positive affect only in highly familiar situations. Other children and adults soon begin to avoid the shy child as he provides them with too little social interaction. These children find solitary activity, such as playing with toys or looking at pictures, more enjoyable than being actively involved with others.

### A. How the Behavior Develops

A child who interacts little with others may be exhibiting either one or both of two processes. The

child may find people nonreinforcing if parents and siblings have used an excessive amount of punishment in their interaction with him. Those who provide the punishment become generally unpleasant, and the child feels uncomfortable around them. Punishment may be physical, or it may take the form of verbal abuse. Parents, siblings, and teachers make numerous derogatory remarks--criticizing, complaining, reminding the child through gesture, facial expression, or verbal content--that he is undesirable and inadequate. As a result of this experience, a child learns that the less he interacts with or is even in the physical presence of others, the more he can avoid unpleasant consequences.

In other instances, a child may have been isolated from contact with others. He may not find others aversive through any direct painful experience. He just has been reinforced only infrequently for such interaction. Social interaction skills are relatively weak or poorly developed. It is not unusual for the parents of such children to be quiet and somewhat isolated themselves.

B. Behavior Management Program

Positive reinforcement for the shy and passive child could be supplied by the interactions suggested in this behavior management program:

1. The shy and passive behaviors must be defined in terms of situations and people. What does the child do in relation to behavior goals involving social interaction that may be set for him? Since shyness and passivity are such general characteristics, it becomes essential to define them in objective and measurable behavioral units.

2. After adequately defining the observable behaviors, they should be measured in specific situations. Reliable measures of behavior strength are critical, as change is frequently slow.

3. Children and adults must acquire positive reinforcement characteristics for the shy child. This is accomplished (a) by reducing to an absolute minimum the use of punishment in the child's presence and (b) by having adults and peers provide the child, or be associated with, positive reinforcers. In this manner, these persons will acquire reinforcing properties.

In the cases of children with high anxiety reactions which underlie much of the avoidance shy behavior, it is valuable to identify a situation that is least likely to create anxiety. This may involve a play situation with favorite toys and an older sibling or a particular peer. As the child relaxes in this setting, a new child or the teacher assistant is gradually introduced into the activity. Easing in the unknown will serve to reduce the anxiety associated with interacting with some unfamiliar persons.

4. It may be necessary to reinforce approximations of desired social interaction or other patterns which compete with the shyness. Be careful that attempts at interaction are devoid of punishment.

5. Encourage him to become interested in some activity at which he can succeed. Keep it simple and specific.

6. Give personal and class recognition to his work.

7. Praise him; notice him; talk with him.

8. Find occasions for errands - first with no oral message; later with a very simple message.

C. Suggestions to Teacher

1. Include this student in class activities and discussions.

2. Hold parent-teacher conference:

   a. Avoid psychoanalysis.

   b. Have student participate in conference.

   c. Use conferences for finding interests and strengths of student.

3. Approach student with sensitivity, concern and absolute honesty. If you show respect to him, he may begin to respect himself.

D. Educational Teacher Activities

1. Show film strips that examine and review values, interests and self-image.

2. Plan a skills exchange among members of the class. Have students list skills which they can teach and things they want to learn.

3. Plan an autobiography unit. Have student read about someone who overcame similar problems of shyness and non-involvement. Have student write an autobiographical account of an incident in his own life and interview two people who were present.

4. Suggest that student (if he has access to a camera) take a picture of things he likes, friends he likes to be with, and one of himself. Have student write a paragraph about the photographs.

E. Educational Student Activities

1. Choose one special responsibility in the classroom and do it for a specific number of days.

2. Design an "all about me" scrapbook. Include a polaroid picture taken by the teacher of the student doing something positive.

3. Use water colors, crayons, or magic markers to make a poster. BEING NOBODY - BEING SOMEBODY. For example, do not place this child in a class in which there is another child who is overly aggressive. Antagonism would not only serve to inhibit the shy child's interaction, it may also lead to direct punishment if the shy child becomes the target of the aggressiveness of the other child.

   Many shy children actually do not know how to interact with others in a manner that will result in positive feedback. Such interaction behaviors must be taught in a step-by-step manner. In shaping social behaviors, the teacher should begin with a simple one that is within the child's comfort level, gradually increasing the complexity of the social behaviors and the social situation. Patience is necessary. Such a shaping program may

require numerous approximation steps prior to obtaining the desired behaviors. If the child is pushed or forced too quickly to interact, the child's anxieties may only be itensified. More severe withdrawal may result.

4. Reinforce the child for a wide range of behaviors which involve interaction with others. Attempt to make him feel worthwhile and important by listening to him and by attending to him as he attempts new behaviors. Be prepared to reinforce successful as well as approximations of successful behaviors. Also reinforce other children for outgoing behavior as the shy child observes. Use a "follow-the-leader" game and be prepared to reinforce the child for interaction behavior.

   A shy child frequently is avoided or ignored by children because he has so little to offer them. He does not reinforce their approach behavior. Steps may be taken to increase his value to other children and thus to insure more interaction.

VII. Development of Self-Concept

A. Techniques for the classroom teacher

1. Give him help in developing a skill that others will praise.

2. Avoid friction with him or his parents.

3. Teacher and class accept him as a friend.

4. Arrange for him to work with one or two individuals before moving him into large group situations.

5. Have student finish the following:

   a. I like....

   b. I wish my teacher would....

   c. People think I am....

   d. I wish....

6. Have student plan and put up a bulletin board of magazine illustrations of people whom you would

rate positively and negatively, using a set of criteria you develop yourself.

7. Arrange for one or more of the following creative activities:

   a. Make an attractive flower arrangement.

   b. Prepare and serve a meal.

   c. Plan a project for the room consisting of a sports bulletin board.

8. Place two columns on a piece of paper:

   a. List characteristics of both selves - My Real Self and My Ideal Self.

   b. Determine which characteristics are really important to you, where you match your ideal, and which characteristics you want to change or develop.

   c. Use the Duso Kit puppets or hand-made puppets.

Appendix B of this report includes the remaining materials developed by staff members at the Flynn School. Topics include gross motor activities, body awareness, visual memory, visual perception, auditory memory, auditory perception, and tactile and kinesthetic skills.

## FORMATIVE EVALUATION

The implementation of the Maxi I, Staff-Development Program, was successfully completed in terms of accomplishing the goals established in the Practicum Proposal, Section 3, "Developing a Practicum Design". A proposal was developed for a staff-development program to be implemented at the Flynn School. The proposal was presented to the appropriate central staff administrators and was approved by them. Contact was made with central staff and college personnel to assist in the development and implementation of the program. The following resulted from the above:

1. The Special Education Administrator provided the Flynn School with increased service from a Diagnostic Prescriptive Teacher. The DPT provided the Flynn staff with the needed expertise that enabled us to determine the strengths and weaknesses of staff with respect to meeting special needs of handicapped children. Based upon this determination, a program was developed which utilized the strengths of the staff while providing training to meet the weaknesses. The DPT was also instrumental in assisting in the development of programs aimed at meeting the special needs of students. This was accomplished through diagnosis of student need, development of educational prescription, training and/or assisting teacher with implementation of

prescription, and providing training sessions during released time workshops.

2. Ten released time days for workshop sessions were approved by Paul Masom, Planning Manager for the Providence School Department. The request was then submitted to and approved by the State Department of Education. Topics were determined by identifying the needs of students and the weaknesses of the staff in meeting these needs. Student needs and weaknesses of staff were determined through observation by trained personnel such as Dr. Richard Dickson, Assistant Professor of Education at Rhode Island College and the diagnostic prescriptive teacher assigned to the Flynn school from the Special Education Department of the Providence School System. They were also determined by evaluating diagnostic data on mainstreamed students and the perceptions of teachers. Student needs included gross motor training, body awareness, visual and auditory memory, visual and auditory perception, tactile and kinesthetic skills, and improvement in behavior. Weaknesses of staff included training in behavior management skills and techniques for identifying and remediating deficits in gross motor coordination, body awareness, visual and auditory memory and perception, and tactile and kinesthetic skills.

3. The Special Education Department at Rhode Island College provided the services of a college instructor to assist in the training of regular teachers to meet the needs of handicapped children. Project RETAP was successful in its process of identifying areas of weakness. As stated in the summative evaluation section, workshop sessions in behavior management techniques resulted in improvement in attendance and a decline in student discipline referrals.

4. The Principal, Assistant Principal, DPT, and several classroom teachers provided the expertise in developing and implementing the Staff-Development Program. As Principal, I coordinated the staff-development project. Also, I was responsible for conducting the workshop on behavior management techniques in the first released time session and was group leader in the presentation of topics during the RETAP sessions for the fifteen teachers. The assistant principal conducted the workshop for parents on the reading program, and the DPT and several teachers conducted the remaining workshop sessions.

5. Parent participation was built into the program in the form of parent conferences and parent workshops. Parent conferences were held during released time days in November and April. Approximately 85% of the parents attended these conferences. The purpose of the conferences was to assure

cooperation and understanding on the part of parents as to the special needs of thier children. The entire staff at Flynn participated in conferences with parents. Two reading workshops were also conducted during the year. The Assistant Principal was responsible for the reading workshpps and was assisted by four first grade teachers and the DPT. Approximately 60% of the invited parents attended.

6. The five-week workshop for principals involved in the implementation of a mainstream program would be available for principals the following school year. Project RETAP and released time days would also be available for the school's implementing the staff development program in its second year. Upon completion of this project, I discussed the possibility of implementing it in several Providence schools with Mr. John McKenna, Special Education for the Providence School Department and several principals. As a result of this effort, two schools in the city of Providence will implement, in varying degrees, the program during the 1975-76 school year. Also, the Flynn school will continue its efforts in this area.

7. Project RETAP was successful in that all workshop activities were based upon the needs of the students as identified by the staff at Flynn in concert with the project director. Workshop activities were also based

upon the identified weaknesses of staff as determined by the process established in Project RETAP. The first component of the project whereby two teachers and the principal were given extensive training worked well in terms of the process used. Training was provided on site and during the school day and immediately after. This allowed the project director to establish a working relationship and mutual respect for the daily problems encountered by the teachers. The second component where all teachers and staff were invited to attend a workshop after school did not work as well. The reasons for this are: (a) The project director did not have the opportunity to develop a working relationship with all teachers; (b) Workshops were held later in the year when direct and immediate benefit of the workshop was not apparent; (c) The project director was not available during the school day; (d) Workshop sessions should have been concentrated over shorter period of time; (e) There was little follow-up once the workshop was completed; (f) Evaluation of project RETAP was poorly done and not made available to workshop participants.

8. The Released-Time Workshops were successful in that all activities were based upon the needs of the students and the identified weaknesses of staff. This was accomplished through observations by the DPT and Dr. Dickson, meetings

with staff as to perceived needs, and diagnostic data on mainstreamed students. The workshop sessions were given by staff members who had expertise in an identified area of weakness.

## SUMMATIVE EVALUATION

The Staff Development Program was evaluated in terms of student performance in the areas of attendance, behavior, and academic achievement. As stated previously, two classroom teachers were involved in the early stages of project RETAP and began the implementation of management techniques early in the school year. The remaining members of the faculty did not actually begin implementation until March but were involved in the training aspects of the program throughout the school year. Data was compiled on students in the classrooms of the two teachers first involved. It includes information on attendance, student behavior, work completed, and testing results.

Table I and II include data on the number of days each student was absent prior to and after implementation of workshop activities on classroom management techniques. As indicated in each table, the number of days absent decreased after the workshop activities. There was an improvement of 1.6% in classroom A and 3% in classroom B. It can be concluded that this improvement was due, in part, to workshop activities in the areas of self-concept and student behavior, Sections 1, 3, & 7. Table III includes data on the number of days absent of those students involved in the Contingency Contracting aspect of the program. It involved those students having difficulty functioning in a regular classroom. The data shows

an improvement of 5.2% in attendance. This information is significant in that those students with the poorest attendance and identified as having problems adjusting to school showed the greatest improvement in attendance when activities were initiated to meet their individual needs. Table IV and V further validate the improved attendance resulting from the staff development program. The data includes information on two classrooms not affected by the staff development activities. In each case attendance worsened in the second semester while it improved in the classrooms where the teachers were involved in workshop activities.

Table VI includes data on student behavior and amount of work completed. The data does not show a significant decline in poor behavior during the beginning stages of implementation. There was an attitude change on the part of the teacher, however, in dealing with the behavior. This was the result of an increase in the alternatives available to the teacher due to workshop activities. As the program moved into the later stages of implementation and behavior improved, the amount of work completed increased. This is an indication that the implementation of contingency contracting and other management techniques introduced in workshop sessions had a positive effect on students.

Table VII includes performance data on students involved in contingency contracting. California Achievement Test results were compared prior to and after implementation of the

program. The results show that 65% of the students gained in reading and that 90% gained in math. Individual gains ranged from 0.1 to 1.7. Due to the unavailability of previous CAT scores, it could not be determined if the gains were significantly better than gains in previous years. The data does indicate that gains were made among students who in previous years had shown little progress.

It can be concluded from the above data that the Staff Development Program developed and implemented at the E. W. Flynn Model School resulted in gains in student performance in the areas of attendance, behavior, and academic achievement. Due to the limited amount of data on academic achievement and the short period of time that the program was in its implementation stage, it is not possible to make definite conclusions as to the success of the program in the area of student achievement. There is sufficient data, however, to assume that the improvement in attendance and the amount of work completed would result in gains in academic achievement. As the program continues at Flynn and is implemented in other schools, more data will be available in evaluating this program in terms of student performance.

TABLE I

ATTENDANCE DATA - CLASSROOM A

| Student | Days Absent Before Implementation Sept.-Jan. | Days Absent During Implementation Jan.-June | Improved Attendance |
|---|---|---|---|
| 1 | 8 | 6 | 2 |
| 2 | 14 | 22 | -8 |
| 3 | 6 | 2 | 4 |
| 4 | 3 | 0 | 3 |
| 5 | 40 | 19 | 21 |
| 6 | 3 | 2 | 1 |
| 7 | 9 | 5 | 4 |
| 8 | 1 | 0 | 1 |
| 9 | 13 | 23 | -10 |
| 10 | 10 | 13 | -3 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| 13 | 5 | 13 | -8 |
| 14 | 0 | 2 | -2 |
| 15 | 2 | 0 | 2 |
| 16 | 10 | 7 | 3 |
| 17 | 14 | 9 | 5 |
| 18 | 7 | 0 | 7 |
| 19 | 3 | 6 | -3 |
| 20 | 4 | 5 | -1 |
| Total 180-day school year | 152 | 134 | 18 |
| Total days in semester | 88 | 92 | 180 |
| % of absences | 8.6% | 7% | 1.6% |

TABLE II

ATTENDANCE DATA - CLASSROOM B

| Student | Days Absent Before Implementation Sept.-Jan. | Days Absent During Implementation Feb.-June | Improved Attendance |
|---|---|---|---|
| 1 | 9 | 2 | 7 |
| 2 | 6 | 1 | 5 |
| 3 | 2 | 3 | -1 |
| 4 | 3 | 4 | -1 |
| 5 | 1 | 3 | -2 |
| 6 | 4 | 1 | 3 |
| 7 | 1 | 1 | 0 |
| 8 | 5 | 1 | 4 |
| 9 | 2 | 2 | 0 |
| 10 | 2 | 0 | 2 |
| 11 | 6 | 4 | 2 |
| 12 | 22 | 10 | 12 |
| 13 | 3 | 6 | -3 |
| 14 | 8 | 6 | 2 |
| 15 | 4 | 0 | 4 |
| 16 | 8 | 5 | 3 |
| 17 | 15 | 8 | 7 |
| 18 | 2 | 1 | 1 |
| 19 | 3 | 1 | 2 |
| 20 | 2 | 1 | 1 |
| 21 | 6 | 12 | -6 |
| 22 | 3 | 0 | 3 |
| 23 | 1 | 0 | 1 |
| 24 | 11 | 1 | 10 |
| 25 | 4 | 0 | 4 |
| Total 180-day school year | 133 | 73 | 60 |
| Total days in semester | 88 | 92 | |
| % of absences | 6% | 3% | |

## TABLE III

### CONTINGENCY CONTRACTING - ATTENDANCE DATA

| Student | Days Absent 1974-75 School Year During Contingency Contracting | Days Absent 1973-74 School Year Before Contingency Contracting | Improvement |
|---|---|---|---|
| 1 | 5 | 18 | 13 |
| 2 | 2 | 6 | 4 |
| 3 | 9 | 24 | 15 |
| 4 | 2 | 15 | 13 |
| 5 | 23 | 40 | 17 |
| 6 | 7 | 14 | 7 |
| 7 | 14 | 30 | 16 |
| 8 | 17 | 14 | -3 |
| 9 | 9 | 24 | 15 |
| 10 | 5 | 7 | 2 |
| 11 | 4 | 14 | 10 |
| Total | 97 | 206 | 109 |
| % Absences 180-day school year | 4.8% | 10% | 5.2% |

## TABLE IV

### ATTENDANCE DATA - CONTROL GROUP I

| Student | Days Absent 1st Semester | Days Absent 2nd Semester | Improved Attendance |
|---|---|---|---|
| 1 | 1 | 1 | 0 |
| 2 | 4 | 5 | -1 |
| 3 | 12 | 5 | 7 |
| 4 | 4 | 1 | 3 |
| 5 | 0 | 1 | -1 |
| 6 | 1 | 3 | -2 |
| 7 | 3 | 7 | -4 |
| 8 | 12 | 0 | 12 |
| 9 | 8 | 19 | -11 |
| 10 | 2 | 2 | 0 |
| 11 | 2 | 1 | 1 |
| 12 | 3 | 5 | -2 |
| 13 | 19 | 19 | 0 |
| 14 | 5 | 3 | 2 |
| 15 | 14 | 19 | -5 |
| 16 | 2 | 7 | -5 |
| 17 | 10 | 11 | -1 |
| 18 | 1 | 7 | -6 |
| 19 | 2 | 1 | 1 |
| 20 | 2 | 6 | -4 |
| 21 | 1 | 2 | -1 |
| Total | 108 | 125 | +17 |
| Total days in semester | 88 | 92 | |
| % of absences | 5.8% | 6.4% | -0.6% |

TABLE V

ATTENDANCE DATA - CONTROL GROUP II

| Student | Days Absent 1st Semester | Days Absent 2nd Semester | Improved Attendance |
|---|---|---|---|
| 1 | 15 | 14 | 1 |
| 2 | 1 | 0 | 1 |
| 3 | 2 | 3 | -1 |
| 4 | 3 | 5 | -2 |
| 5 | 1 | 2 | -1 |
| 6 | 6 | 6 | 0 |
| 7 | 8 | 6 | 2 |
| 8 | 6 | 2 | 4 |
| 9 | 5 | 4 | 1 |
| 10 | 3 | 2 | 1 |
| 11 | 5 | 2 | 3 |
| 12 | 0 | 2 | -2 |
| 13 | 0 | 4 | -4 |
| 14 | 12 | 4 | 8 |
| 15 | 12 | 31 | 19 |
| 16 | 0 | 0 | 0 |
| 17 | 1 | 2 | -1 |
| 18 | 9 | 24 | -15 |
| 19 | 4 | 1 | 3 |
| 20 | 13 | 6 | 7 |
| 21 | 0 | 0 | 0 |
| 22 | 1 | 4 | -3 |
| 23 | 0 | 0 | 0 |
| 24 | 0 | 1 | -1 |
| 25 | 1 | 0 | 1 |
| 26 | 5 | 2 | 3 |
| 27 | 4 | 5 | -1 |
| 28 | 0 | 10 | -10 |
| Total | 117 | 142 | -25 |
| Total days in semester | 88 | 92 | |
| % of absences | 4.7% | 5.5% | -0.8% |

TABLE VI

STUDENT BEHAVIOR

| Student | Discipline Referrals Before Implementation | Discipline Referrals 1st Stage | Discipline Referrals 2nd Stage | % Increase In Work Completed After Implementation |
|---|---|---|---|---|
| 1 | 3 | 3 | 2 | 50% |
| 2 | 2 | 2 | 1 | 50% |
| 3 | 0 | 0 | 0 | 25% |
| 4 | 4 | 3 | 1 | 75% |
| 5 | 2 | 1 | 0 | 100% |
| 6 | 4 | 2 | 0 | 0% |

Comment: As a result of the Staff-Development Program, more alternatives were available in dealing with the individual needs of students. It was not necessary to handle behavior problems in the traditional way -- referral to the Assistant Principal. Students were responsible for their behavior and partners with their teachers in determining contingencies for poor behavior.

TABLE VII

PERFORMANCE DATA

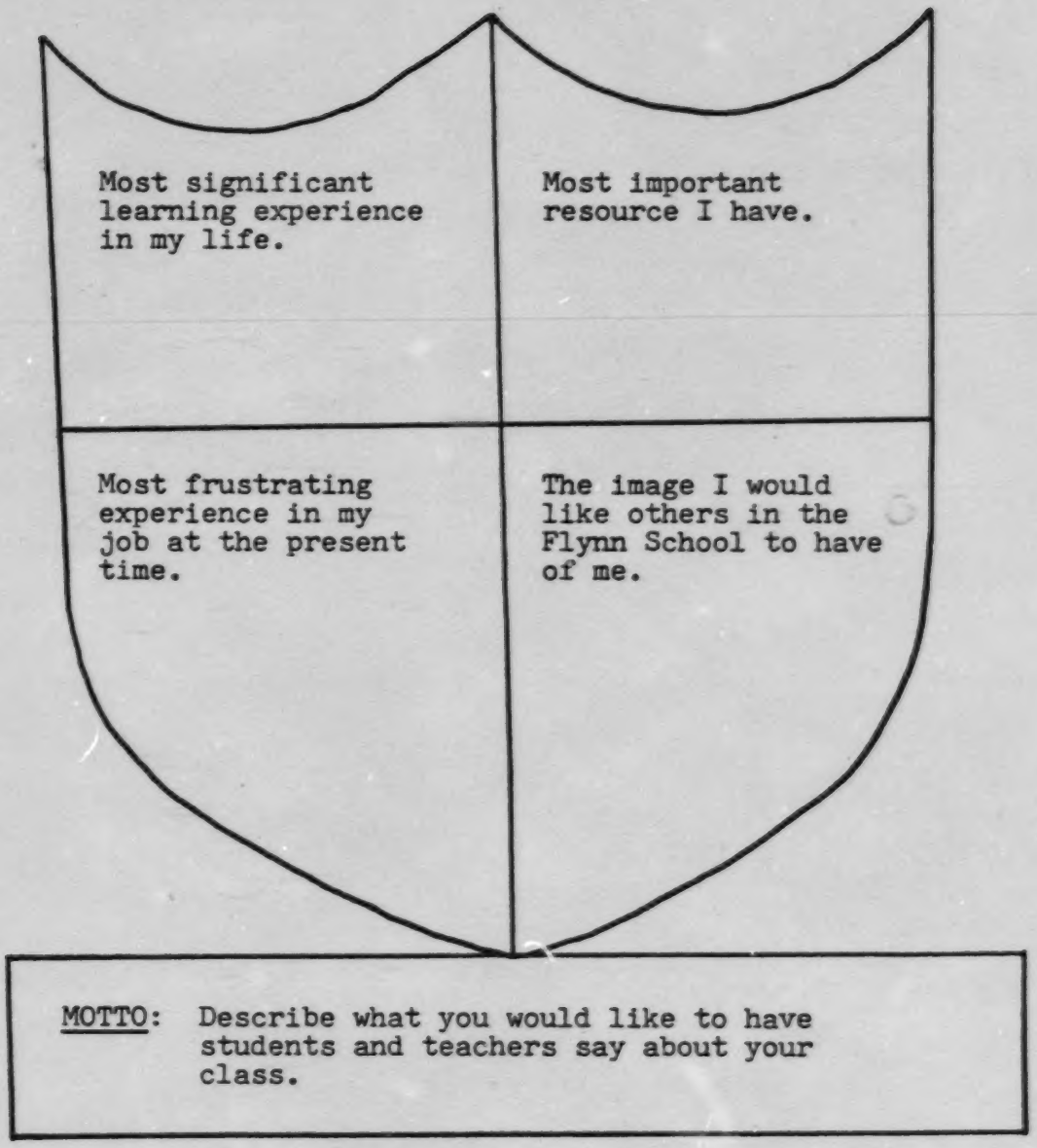
CAT Results Of Students
Involved In Contingency Contracting

| Student | CAT Score Pre-Test Reading | Math | CAT Score Post-Test Reading | Math | Gain Reading | Math |
|---|---|---|---|---|---|---|
| 1 | 5.9 | 5.6 | 6.8 | 6.2 | .9 | .6 |
| 2 | 3.3 | 3.3 | 3.4 | 4.1 | .1 | .8 |
| 3 | 3.3 | 3.2 | 5.3 | 4.6 | 2.0 | 1.4 |
| 4 | 2.0 | 1.3 | 1.8 | 1.5 | -.2 | .2 |
| 5 | 2.1 | 1.3 | 2.6 | 2.1 | .5 | .8 |
| 6 | 0 | 1.5 | 1.7 | 1.8 | 1.7 | .3 |
| 7 | 2.4 | 2.1 | 2.5 | 2.2 | .1 | .1 |
| 8 | 2.5 | 2.8 | 2.1 | 2.3 | -.4 | -.5 |
| 9 | 2.7 | 2.3 | 2.6 | 3.2 | -.1 | .9 |
| 10 | .6 | .6 | 1.1 | 1.2 | .7 | .6 |
| 11 | 3.1 | 1.9 | 3.0 | 2.8 | -.1 | .9 |

# Appendix A

The following is a package of materials developed by Dr. Richard L. Dickson and utilized in the in-service workshop.

## SHIELD DESIGN


Most significant learning experience in my life.
Most important resource I have.
Most frustrating experience in my job at the present time.
The image I would like others in the Flynn School to have of me.
MOTTO: Describe what you would like to have students and teachers say about your class.

## PERSONAL RESOURCES

1. What personal resources are you willing and/or able to commit to this in-service experience?

   a. Will you do reading on your own time? If so, how much reading per week is reasonable?

   b. Will you do outside written work? If so, how much written work is reasonable?

   c. In lieu of the weekly in-service session, would you be willing to attend a Friday afternoon and Saturday morning session?

2. Will you employ presented behavioral change procedures within your classroom?

3. Will you use affective curricular materials and procedures within your classroom?

4. Will you constructively confront problems within the in-service experience?

## DESCRIPTIVE DATA

1. Images of Potentiality

   Describe what is happening in your classroom, as you would like it to be at the end of the year.

2. Images of Reality

   Describe what you see happening in your classroom right now.

3. Discrepancy Statements

   Determine and list the discrepancies between what is happening in your classroom right now and what is described as ideally happening at the end of the year.

4. Objectives

   From your discrepancy statements, formulate three (or more) general objectives that will encompass your end of the year ideal.

5. Force-Field Analysis

   a. Impelling Forces -- For each stated objective list three forces which will work against realization of the stated objectives.

   b. Propelling Forces -- For each stated objective list three forces which you think will work for the realization of stated objectives.

6. Rank Order

   Prioritize stated objectives. Prioritize impelling and propelling forces.

7. Effective In-service Experience

   Describe how this in-service experience may be used to minimize impelling forces and maximize propelling forces so that end of year objectives will be realized.

## ESTABLISHMENT OF NORMS FOR SOCIAL AND ACADEMIC BEHAVIOR WITHIN THE CLASSROOM

1. What are the formal rules designed to regulate behavior in the classroom?

2. How are students informed of these rules?

   a. Are they posted?
   b. Is reference made to them regularly?
   c. How consistently are they employed?
   d. Do the students view these rules as meaningful, reasonable, and just?

3. What are the informal rules designed to regulate behavior within the classroom?

   a. How are students made aware of their existence?
   b. Are they consistently employed?

4. What is the range of social behavior considered to be appropriate within the classroom?

5. What is the reaction of the teacher (principal) to the behavior which verges on being inappropriate?

6. What is the reaction of other children in the classroom to behavior which verges on being inappropriate?

7. Do the students play an important part in the establishment and maintenance of rules designed to regulate behavior in the classroom? If so, in what way do they influence the appropriateness or inappropriateness of behavior manifested in the classroom?

## NORMATIVE ACADEMIC ACHIEVEMENT IN THE CLASSROOM

1. What is the norm for academic achievement within the classroom?

   a. What is considered to be appropriate academic achievement for the entire class?

   b. To what degree are individual differences reflected in this (these) norms?

   c. Is work assigned with the expectation that it be completed? If so, what degree of accuracy is required in order that the work be considered successfully completed?

2. To what degree does instructional grouping take place within the classroom?

3. Does a heterogeneous group necessitate the establisment of heterogeneous subgroups with peer teaching within subgroups?

The following package includes the agenda for each in-service workshop along with the materials presented by Dr. Dickson, myself, and the two classroom teachers.

## SESSION I - RETAP

3:00 - 3:10 Introduction.

3:10 - 3:30 Videotape of contingency contracting as implemented in a classroom at the Flynn School by a workshop participant.

3:30 - 3:45 Contingency Contracting

Purpose: To motivate children to perform tasks.

Traditionally, negative contingencies have been employed to achieve this goal.

"In order to avoid punishment, you must perform such and such a task."

A more effective method of motivating children to perform tasks is positive contingencies.

"As soon as you demonstrate that you have learned a little more, you may do something which is even more enjoyable."

The ultimate objective of behavioral motivation technology is shifting to self-management, so that the individual assumes responsibility for motivating his own behavior.

Open to questions.

3:45 - 3:50 Directions for Small Group Activity.

SMALL GROUP SESSION.

3:50 - 4:10 Images of Potentiality -- Where do you want your students to be at the end of the year under optimal conditions?

Questions for Discussion:

Under optimal conditions, where would you like to see your class at the end of the school year - academically and socially?

One academic and social area should describe the interpersonal interaction within your class. At least one descriptive statement about where the class should be within social and academic areas.

4:10 - 4:20 Overview of Activities.

4:20 - 4:45 Image of Reality -- Where the class is now, socially and academically.

Group I

Anthony J. Tutalo, Principal
Marilyn M. Lopes
Donna Freeman
Georgia Allen
Daryl Mazza
William DelSanto

Group II

Dr. Richard L. Dickson, Project Director
Vilma Coia
Vivian Fairnot
Nora Kennedy
Kay Reardon
Nancy Santaniello
Terry Noorigian

Group III

Dorothy Mikaelian, Teacher Participant
Joyce Cartier, Teacher Participant
Janet Coyle
Helen Hubert
Eileen Farrelly
Pam Schwartz

4:45 - 5:00 Review and Preview of Session II.

## SESSION II - RETAP

| | |
|---|---|
| 3:00 - 3:10 | Introduction of activities. |
| 3:10 - 3:30 | Formulation of general goal statements. |
| 3:30 - 3:35 | Directions for force-field analysis. |
| 3:35 - 4:10 | Write and discuss force-field analysis. |
| 4:10 - 4:25 | Share with whole group results of force-field analysis of general goal statements. |
| 4:25 - 4:35 | Directions for development of refined goal statements. |
| 4:35 - 4:55 | Begin writing refined goal statements. |
| 4:55 - 5:00 | Summarization and projection of activities for the next session. |

## FORMULATION OF GENERAL OBJECTIVES

Objective: Participants will write general objectives for their classes which reflect consideration of the discrepancy which exists between the Images of Potentiality and Images of Reality.

Rationale: To successfully employ force-field analysis, it is necessary to develop a set of goal statements which can be analyzed. Goal statements will engender a positivistic thrust to activities. Without goal statements, we will be analyzing forces, not knowing the purpose nor the direction of such analysis.

Procedure: A brief general description of the force-field analysis process will be presented. Within small groups it will be necessary to assist participants in articulating the content of the discrepancies by posing a series of questions. Participants should be encouraged to verbalize the content of differences evident between where they would like their classes to be under optimal conditions at the end of the year and the level at which their classes are presently functioning. Comments regarding those factors which will influence attainability of general objectives should be reserved. They will be addressed within the force-field analysis process. Sample general objectives may be needed by group participants to assist them in conceptualizing their own. The major procedure to be employed during this activity should be dialogic questioning. This major procedure should be supplemented by reviewing participants' activity to this point and assisting them to synthesize through proposing illustrative, sample general objectives.

Evaluation: Participants will have written at least two objectives within academic and social areas.

## FORCE-FIELD ANALYSIS

Objective: Participants will list drive and restraining factors which assist them and prevent them from attaining the general goals specified.

Rationale: In order for participants to specify realistic and attainable objectives, it is necessary to consider all factors which influence goals or objectives. Force-field analysis is a process within which consideration for influential factors may be acquired. The force-field analysis process may be used at several points in the workshop process (i.e. to analyze the viability of specific intervention strategies proposed before they are used). One way to prevent excessive explanations and excuses at a later point in the workshop is to write them down and address them in a systematic way. Once specified, decisions should be made

about which factors must be carefully considered in formulating subsequent goal statements. It may be necessary to generate informal strategies designed to capitalize upon or neutralize forces. The potential success of generated strategies should be carefully considered when developing goal statements.

Procedure: Have participants get out the general goal statements formulated in the previous work session. With these goal statements in front of them, encourage participants to list as many factors as possible which will assist them in reaching goal statements. Drive forces should be listed for each goal statement. Participants may require assistance in developing a sense for what factors exist which will assist them in pursuit of goal statements. From your knowledge of their situations, pose questions which will assist them in conceptualizing existing drive forces. Illustrations of potential drive statements through presentation of examples may help.

Have participants list all of the restraining forces which they can anticipate for each goal statement. Encouragement should be offered participants to delineate all possible restraining forces.

The second step in the force-field analysis process is rank order or prioritizing. For each goal statement, drive and restraining forces should be listed, addressing the first number next to each drive statement. The number should reflect the degree of importance which each force has for the general goal statement. If a drive force is very influential, it should be ranked first; similarly with a restraining force until all forces have been rank ordered.

The third step of the process necessitates the formulation of general strategies designed to neutralize restraining forces and maximize drive forces. The intent here is not to formulate elaborate strategies for dealing with forces; rather it is intended that participants acquire a good sense for the realistic impact of each force. How much control can be exercised by educators with respect to each force?

Evaluation: Participants will have specified drive and restraining forces for each general goal statement in writing. Participants will have rank ordered all forces. Participants will have written brief phrases to facilitate remembering strategies.

## FORMULATION OF REFINED GOAL STATEMENTS

Objective: Participants will formulate in writing at least three end-of-year goal statements based upon results of force-field analysis including both academic and social areas which describe student behavior in terms of expected outcomes.

Rationale: Teaching is a process of effecting behavioral change in students which we interpret as indicative of learning. Refined goal statements formulated should include the following information:

1. They should describe student behavior expected at the end of the year.
2. They should describe the specific student behavior to be demonstrated.
3. They should describe the point in time that student behavior will occur.
4. They should describe the setting or situation within which behavior will occur.

The necessity for such carefully articulated goal statements is related to knowing as exactly as possible what one is teaching toward, how it will be demonstrated, within what setting and at what point in time. When expected behavior of students is described, such description should reflect what can be seen--overt, observable behavior.

All of the preceding activities were directed toward assisting participants in formulating realistic yet ambitious goals which can be obtained by the end of the year. The task within this

activity is to assist participants in articulating goals with enough specificity that they can evaluate the degree to which goals have been approximated.

More importantly, the process of identifying children with special needs becomes more meaningful when participants know which goals a given child is at variance from. Having articulated clear and concise goals for the entire class, it becomes easier to specify a series of sub-goals for students who require smaller yet progressive increments of work.

Procedure: With your general goal statements, the most important drive and restraining factors and strategies designed to capitalize upon and neutralize forces in mind, your task is to develop refined end-of-year goal statements for your class. There are some factors, in addition to the ones addressed within the force-field analysis process, which should be considered. First, your goal statements should indicate what your students will be doing at the end of the year which is indicative of what you want. Second, your goal statements should include the specific student behavior indicative of what you want. Third, your goal statement should indicate the situation within which desired behavior will be manifested.

From the questioning which you do with some participants related to the formulation of goal statements, remind other participants that they should attend to the same things in their own work.

One of the more difficult areas to deal with will be getting participants to describe behavior. The term "behavior" carries social connotations. Here it is intended to denote academic as well as social behavior. What we elicit are the overt, observable "seeable" events which children manifest. If several people can look at activities of children and describe the same things independent of one another, then what we have is a description of behavior.

One general goal which was expressed in previous sessions with some degree of consistency was one like the following: "Students will interact with

one another in a cooperative and helping way." This goal statement is expressed in student outcome terms; however, it is not a description of behavior because what is described is a value judgment rather than observable behavior. Different people looking at the same thing and describing it independently will describe something that is reflective of their personal values. A better goal statement might be phrased: "At the end of the year, students will approach one another positively, verbalize information to one another related to the task, and demonstrate acquired skills to one another which are related to the task when together as a group working toward a predefined goal." This goal statement has several discrete parts. The first phrase indicates the time by which the goal will be realized. The second rather lengthy portion of the statement describes the student performance toward which one is working as a behavioral outcome. The third phrase describes the situation within which the desired behavioral outcome will be demonstrated. It may be helpful to conceptualize your goal statements using the following format:

1. TIME BY WHICH DESIRED BEHAVIOR WILL BE DEMONSTRATED.

2. STUDENT BEHAVIOR.

3. DESIRES EXPRESSED AS A BEHAVIORAL OUTCOME.

4. SITUATION WITHIN WHICH DESIRED BEHAVIOR WILL BE DEMONSTRATED.

## SESSION III - RETAP

| | |
|---|---|
| 3:00 - 3:20 | Review refined goal statements. |
| 3:20 - 3:30 | Large group discussion of refined goal statements. |
| 3:30 - 3:40 | Further refinement of goal statements. |
| 3:40 - 4:05 | Elements of opportunity structure. |
| 4:05 - 4:30 | Discussion and pass out of elements of opportunity structure. |
| 4:30 - 4:40 | Process of identification of students. |
| 4:40 - 4:55 | Identification of students. |
| 4:55 - 5:00 | Summary and review. |

## EDUCATIONAL OPPORTUNITY STRUCTURE

### Background Information

1. To what extent do you experience a need to acquire more information about specific students?

2. To what extent have the following sources of information been consulted in an attempt to acquire additional information about children?

   A. Cumulative folders.
   B. Previous teacher.
   C. Parents.
   D. School nurse and/or health records.

E. Principal.
F. State and/or district educational testing program.
G. Supportive services like the school psychologist, reading specialist, etc.

3. To what degree have these sources of information been consulted to assist in the formulation of instructional programs for specific children?

4. To what degree is information acquired about students through analysis of student performance?

5. To what extent is information acquired about students through personal discussion with students?

Instructional Groups

1. On what basis are instructional groups formulated?

2. To what degree are instructions regularly changed as a function of student performance?

3. To what extent is an instructional group composed of one student?

4. What proportion of time is spent in:

   A. large group instruction?
   B. small group instruction?
   C. individualized instruction?

5. Within the aforementioned groups, to what degree are peers employed as group leaders/instructors?

Instructional Procedures

1. What proportion of time is spent providing information to children through lecture?

2. How often do students acquire information through a process of questioning and discussion with the teacher and/or classmates?

3. To what degree do students acquire information and/or skills through teacher structured situations and subsequent

discussion of situational characteristics?

4. How frequently do students become actively involved in the learning process through simulations, role playing, and/or experimentation?

Instructional Materials

1. Are there sufficient instructional materials appropriate for your needs?
2. Are available materials of interest to students?
3. Do supplementary materials exist?
4. Do materials exist which are designed to remediate particular learning discrepancies?
5. Are multi-media materials available for instructional purposes?
6. Are reference materials and/or library services available?
7. To what extent are available materials used in the instructional process?

Evaluative Procedures

1. How is student progress evaluated?

Allocation of Instructional Time

1. How do you allocate your time between self-directed activities and teacher directed activities?
2. Is time allocated on the basis of anticipated degree of difficulty of concepts to be presented?

Suggested Procedures for Attaining Social Goals

1. Teacher (as a model) demonstrating appropriate behavior to

students consistently.

2. Use of stories with a social message followed by discussion.
3. Group discussions about social areas.
4. Teacher structured activities which necessitate selection of appropriate social skills.
5. Individual discussions with students.
6. Application of negative consequences.
7. Clearly specified set of school or classroom rules including reference made to them at several points in time.
8. Student participation in formulation of and commitment to a set of rules designed to regulate behavior.
9. Application of positive consequences.
10. Participation in recreational activities contingent upon successful completion of academic work.

## SESSION IV - RETAP

| | |
|---|---|
| 3:00 - 3:15 | Large group discussion of refined goal statements reworked during week. |
| 3:15 - 3:45 | Elements of opportunity structure. Those passed out and those added by participants. |
| 3:45 - 4:00 | Process of identification of students. Those students who will not meet your end-of-year goals. |
| 4:00 - 4:15 | Identification of students. |
| 4:15 - 4:30 | Process of developing individual student program. |
| 4:30 - 4:45 | Development of individual student program. |
| 4:45 - 5:00 | Summary and review. |

## SESSION V - RETAP

3:00 - 5:00 Intervention strategies

1. Contingency Contracting.
2. Modeling.
3. Behavior Modification.
4. Classroom Meeting.
5. Duso Lesson.

5:00 - 5:15 Review and summarize workshop activities.

5:15 - 5:30 Workshop evaluation.

# Appendix B

The following is a package of materials developed by several staff members and myself and utilized in the Released Time in-service program.

## GROSS-MOTOR TRAINING

I. Goals

A. Development of good posture and balance.

B. Build stamina and endurance (Sit ups, etc.).

C. Build Body Concept

1. Body image.

2. Laterality.

3. Directionality.

4. Identification of body parts.

D. Learn position in space.

E. Discover spatial relations.

F. Coordination of movement

1. Learn to stop and start a movement.

2. Learn to control direction and intensity of movement.

3. Learn to control speed and timing.

G. Develop hand-eye coordination.

H. Develop ocular control.

I. Movement exploration.

J. Discover temporal relations.

K. Develop the concept of sequential movement.

L. Learn to relax.

M. Learn a sense of rythm as applied to movement.

N. Build a foundation for the higher academic skills.

Keep in mind at all times a child must "learn to move" before he can "move to learn."

II. Body image and body awareness activities (J. Lerner)

The purpose of these activities is to help the child develop accurate images of the location of the parts of his body and the function of his body parts.

A. Point to the body parts -- Ask the child to point to the various parts of his body. This activity is more difficult with the eyes closed. Children can also lie down on the floor and be asked to touch various parts of their bodies. This activity is more difficult if done in a rhythmic pattern - use a metronome, for example.

B. The robot man -- A man made from cardboard, held together at the joints with fasteners, can be moved into various positions. The children can move the limbs of the robot on command and match the positions with their own body movements.

C. Simon Says -- This game can be played with eyes opened and with eyes closed.

D. Puzzles -- Puzzles of people, animals, objects, etc. can be cut to show functional portions of the body.

E. What is missing? -- Use pictures with body parts missing. Have the child tell or draw what is missing.

F. Life-sized drawings -- This can be made of the child by having him lie down on a large sheet of paper and tracing an outline around him. He fills in the colors, the clothes, and the details of the face and body.

G. Awareness of the body parts through touch -- Touch various parts of the child's body while his eyes are closed and ask him which part was touched.

H. Games -- Games such as Lobby Loo, Hokey-Pokey, Did You Ever See A Lassie, help develop concepts of left, right, and body image.

I. Pantomime -- The children pantomime actions that are characteristic of a particular occupation, such as a bus driver driving a bus, a policemen directing traffic, a housewife cooking, or a mailman delivering a letter.

J. Following instructions -- Instruct child to put his left hand on his right ear, and right hand on his left shoulder. Other instructions might be to put his right hand in front of his left hand; turn right, walk two steps and turn left.

K. Twister -- Make rows of colored circles on the floor, use an oilcloth or plastic sheet, or use the commercial game. Make instruction cards: put left foot on green circle and right foot on red circle.

L. Estimating -- Have the child estimate the number of steps it will take him to get to a goal.

M. Facial expression -- Have the child look at pictures of people and tell if a person is happy, sad, or surprised. Tell a story and ask the child to match the appropriate facial expression to the story. How does the person in the story feel?

III. Deficits in the Gross Motor Area -- The student may have large muscle difficulties which hinder him in terms of meeting the needs of everyday life. This is especially true since our culture esteems physical agility and participation in sports.

A. Observable behaviors

1. He may be poor in sports and appear clumsy and uncoordinated.

2. He may not be able to throw a ball and appear to lose his balance easily.

B. Educational activities

1. The teacher should use swaying movements of the body whereby the learner imitates the teacher or a fellow student.

2. Games such as "Horse Walk", "Leap Frog", "See-Saw", and "Pony Ride" are good.

3. The teacher can use rowing and climbing activities.

4. He can use "Touch Toes" and "Simple Simon" games.

5. He can use a large barrel open on both ends for the learner to crawl through. The barrel activity can be varied by having the teacher turn the barrel slowly as the child crawls through.

6. He can use jungle gym climbing devices.

7. A furniture dolly provides many activities and can be utilized in both the prone and seated positions.

8. The teacher can use running and jumping activities as in item 6 of the educational activities section.

IV. Deficits in the area of Spatial Relationships

A. Observable behaviors

1. The learner may not be able to judge how far or how near something is in relation to himself.

2. He may not have developed "sidedness" or "laterality". This results in problems with relating oneself to an object in space.

3. He may have problems in dressing.

4. He may have problems with directionality or object to object relationships in space. This will result in difficulty with left to right orientation.

5. He may have difficulty telling time.

6. Some learners cannot organize their thinking sequentially.

7. The student may show difficulty with placing numerals in arithmetic or in numbering down the paper for a spelling test.

8. He may have a poor sense of direction, easily getting lost and often being unable to find his way home from familiar surroundings.

9. He may have difficulty with organizing a sequence of movements necessary to carry out a specific task.

10. In some cases, this may affect the sequencing of letters or numerals causing "reversals" or inversions. More often, this is a result of poor visual sequential memory.

11. Problems with words that denote space (ex. before, after, left, right, in between, beside, etc.) may be evident.

B. Educational activities

1. The teacher can place a red arrow made out of tape

on the learner's desk to remind him of direction in which he is to proceed.

2. He can give the student clues by using color so that he will maintain proper placement in arithmetic.

3. He can play obstacle course games with the student.

4. He can fit hands and feet into cut-outs in different positions to build in handedness and laterality.

5. He can use puzzles and geometric forms.

6. Games that help the child use words that involve space such as between, in, out, are good.

7. The teacher can have the student verbalize a sequence of motor acts.

8. He can let him take time to organize his thoughts.

9. He can let the student put different size cards into their respective envelopes as an exercise in spatial judgment.

10. He can ask the student to follow accurately a path bordered by blocks to aid in spatial organization.

11. He can play a game such as "How many steps do I need to take to get to the...."

V. Kephart Activities Using the Chalkboard

A. Directionality -- Dot-to-dot drawing on a chalkboard without lifting the chalk. This aids the child in establishing and maintaining directionality and changes of direction. Dots are kept on one side of the midline at first; then, as the child increases in skill, the midline can begin to be crossed.

B. "The Clock Game" -- To orient both sides of the body simultaneously in a given direction or toward a given set of directional commands. It also reinforces the concept of left and right.

C. Simultaneous Circles on Chalkboard -- To enable the child to realize his left and right side as related to

his own body concept, and to enable him to be able to change movement of these sides smoothly. Short periods of time with frequent changes are most effective.

D. The Lazy Eight -- The following will enable the child to cross his midline and to observe the change in directionality:

1. Trace with chalk.

2. Reverse direction.

3. Trace direction.

4. Place figure; in center of body, to entire right and entire left of the body.

E. Copying, Drawing and Tracing -- To develop eye-hand coordination.

1. Drawing a circle (and later other shapes) using a template.

2. Tracing.

3. Reproducing from memory.

4. Vary size speed, solid vs. outlines form, direction, hand, body parts.

VI. Movement Exploration

While it is recognized that all physical education is classified as movement experience, the term "Movement Exploration" will apply to experiences organized so the child can learn about his movement possibilities. Movement Exploration is thus a medium for helping children understand what their bodies can do.

A. There are four basic purposes of Movement Exploration

1. The program should offer a wide experience in movement so that a child will move with ease, coordination, fluence, and versatility.

2. The program should seek individual creative responses and should be so structured that the children have the opportunity to be creative.

3. The children should be made aware of their movement possibilities so that in time they can move skillfully with sureness and confidence in a variety of situations.

4. The children should develop a "movement vocabulary" of basic skills to serve as a foundation for the more complicated movement skills.

B. Basic Challenge Movements - Can you:

1. Make a circle with your right hand? Left hand?

2. Make yourself as small as possible? As big as possible?

3. Run to the nearest wall and back without bumping anyone?

4. Jump back and forth making a cross? A triangle? A square?

5. Run around in a circle? Figure eight? Go faster and higher? In a zig-zag fashion?

6. Hop on one foot five times? Change every hop?

7. Change feet often in the gallop?

8. Show me how a ball bounces? A ball rolls?

9. Bicycle standing up? Sitting down? On your back?

10. Reach way back? Way out front? To the side?

11. Turn around quickly? Turn the other way? Turn over?

12. So sideways with one foot following the other? Go forward?

13. Touch the floor in front? Behind you? On either side?

C. Activities to develop balance and posture

1. Encourage the child to stand erect and still.

2. Encourage him to manipulate parts of his body as he maintains balance. Move arms up and down, touch toes, stoop and stand, twist, etc.

3. Hiking over non-familiar terrain.

4. Running, jumping, balancing on one foot, galloping, skipping, alternate jumping, etc.

5. Other suggestions can be found in any elementary physical education curriculum.

## BODY AWARENESS AND SUGGESTED CLASSROOM MODIFICATIONS

I. General

A. Use tactile cues to help child limit his own excess and inappropriate movements:

1. Individual rug mats.

2. Tape on floor to delineate spacial limits.

3. Cardboard carrels to shut out visual distractions and offer spacial limits.

4. Use teacher touch to help establish spacial limits for the child.

5. Use walls and furniture so child can have something to lean on.

B. Use following cues to aid the child who is not yet aware of himself as a separate physical entity, does not know his body parts and their relationships to each other, or who is unaware of the boundaries between his body and the environment (objects and space):

1. Maintain a consistent furniture arrangement in your room -- don't make sudden furniture arrangement changes.

2. Establish clear traffic patterns.

3. Clearly delineate the activity areas in your classroom.

4. Limit furniture to only that which is needed to implement your curriculum.

5. Verbally cue the child when activities occur during which the other children are moving about freely in an unpredictable manner -- you may even need to walk him through the entire task or pair him with an efficient child.

6. Use short rubbing, touching and tapping activities to stimulate and discriminate child's body parts.

7. Use body tracing activity series.

8. Tactilely and verbally aid child during transactions.

9. Have full length mirrors in your classroom.

10. Chart height changes in children on hanging paper.

C. Use following cues to aid child who has difficulty judging his own size in relationship to spaces and objects in the environment, and who cannot judge distance and direction:

1. Vary sizes of objects in the classroom.

2. Use varying prepositional obstacle courses on a consistent basis.

3. Pair word with action: up, down, in, out, on, under, over, between, around, near, far, forward, backward, in front, behind.

D. Use following cues to aid child with laterality difficulties:

1. Use many and varied activities which require child to cross midline of his body.

2. Use many and varied activities which require child to cross midline of the task.

3. Give child opportunity to experiment with many different tools, so that he will discover his own dominant hand.

4. Show child how to use his nondominant hand as an appropriate assistor for each new task.

## MOTOR PLANNING SUGGESTED CLASSROOM MODIFICATIONS

A. Show children how to "get ready" for each movement task:

"Hold your hands out like this (demonstrate) and you will be able to catch the ball."

"Bend your knees before you try to jump."

B. Breakdown directions (into one step segments, if necessary) for poor motor planners.

C. Have children repeat directions before they begin to move.

D. Stress words. such as first, next, then, after, last, etc. to help child organize and plan his movements.

E. Physically (using touch) help child inhibit unnecessary (overflow) movements while he is moving.

F. Use movement exploration approach to teach children to problem solve:

"Make yourself as little as you can. Good, now do it a different way."

G. Use rhythm activities (music) in your daily curriculum.

H. Give child TIME to process directions, organize himself and plan his movements.

I. Demonstrate new skills as you verbally describe them.

J. Provide many brief practice opportunities.

K. Have children describe their movements after they are completed.

L. Have children describe each others movements.

M. Have children move while looking into a full-length mirror.

N. Pair poor motor planners with efficient motor planners.

O. Maintain consistent and uncluttered furniture arrangement.

P. Establish clear and uncomplicated traffic patterns.

Q. Verbally warn child before transitions and help him plan his transition movements.

R. Reduce amount of free and unstructured movement by entire class as this causes tremendous body anxiety on part of poor motor planner -- gradually increase free movement.

S. Stress group games (with clear goals and "rules") in daily curriculum.

T. Use modeling techniques to aid child who has already motor planned incorrectly! DON'T FORGET IMMEDIATE POSITIVE REINFORCEMENT!

## BODY CONTROL: SUGGESTED CLASSROOM MODIFICATIONS

A. Offer many opportunities for children to move "in slow motion."

B. Vary speeds of all activities: slow, fast, walk, jump, crawl, curl, stretch, twist, turn, climb, line-up, go to listening area, hop, jump, toss, etc.

C. Play games which involve practice in walking, running, hopping, skipping, jumping, climbing.

D. Offer practice opportunities for balance skills:

1. With open eyes while standing up.
2. With eyes closed while standing up.
3. On various combinations of body parts with eyes open and closed.
4. In various position in space.

E. Intermittently call out direction, "STOP" while children are moving in space.

F. Teach children to CHANGE DIRECTION as they move:

1. First have them MOVE - STOP - CHANGE DIRECTION.
2. Eventually have them change direction without stopping first -- goal is "smooth" change in direction.

G. Offer activities which allow children to propel themselves on moving objects:

1. Tricycles.
2. Scooters.
3. Hanging ropes.

H. Use many and varied games involving tossing, catching, etc.

I. As control increases, gradually increase speed of child's movements (GRADUALLY!).

## VISUAL MEMORY

A. Expose a collection of objects. Cover and remove one of the objects. Show the collection again, asking the child to identify the missing object.

B. Expose a geometrical design, letters, or numbers. Have the child select the appropriate one from the alternatives or reproduce the design on paper.

C. Expose a short series of shapes, designs, or objects. Have the child place another set of these designs in the identical order from memory. Playing cards, colored blocks, blocks with designs, or Mah-Jongg tiles are among the materials that might be used for such an activity.

D. Tachistoscopic exposure of flash cards can be used for recall of designs, digits, letters, or words that have been seen.

## VISUAL PERCEPTION

The following is a collection of techniques designed to improve visual perception:

A. Pegboard design -- Reproduce colored visual geometric patterns to form the design on a pegboard using colored pegs.

B. Parquetry blocks -- Have the child copy patterns using parquetry blocks.

C. Block design -- Using wood or plastic blocks that are all one color, or have faces of different colors, have the child match geometric shapes and build copies of models.

D. Finding shapes in pictures -- Find all the round objects or designs in a picture. Find all the square objects, etc.

## TACTILE AND KINESTHETIC SKILLS

For children who do not learn easily through the visual modality or the auditory modality, haptic perception provides an avenue for learning. The following activities are representative of activities designed to stimulate tactile and kinesthetic perception.

A. Feeling various textures -- Have the child feel various textures such as smooth wood, metal, sandpaper, felt, sponge, wet surfaces, foods, etc.

B. Touch boards -- These boards are made from attaching different materials to small pieces of wood. The child touches the boards without looking and learns to discriminate and match the various surfaces.

C. Feeling shapes -- Various textures cut in geometric patterns or letters can be placed on boards and felt, discriminated, matched, identified through the tactile perception. These shapes can also mbe made of plastic, wood, cardboard, clay, etc.

D. Feeling temperatures -- Fill small jars with water to touch to teach warm, hot, and cold.

E. Feeling weights -- Fill small cardboard spice containers with beans, rice, etc. to different levels. Have the child match weights through shaking and holding weights.

F. Smelling -- Put materials of distinctive scents in bottles. Have the child match the smells.

G. Identifying letters by feel -- Have the child learn to identify shapes, numbers, and letters by feeling them.

H. Grab bag -- Put various objects in a bag or box. Have the child recognize the object through the sense of touch.

I. Arranging sizes by feel -- Arrange geometric shapes of varying sizes according to size while blindfolded.

J. Feel and match -- Match pairs of objects by feeling their shape and texture. Use a variety of textures pasted on pieces of wood or plastic.

## AUDITORY ANALYSIS PROGRAM

A. Level -- March or clap in time to a march record for 15 to 20 seconds. If child cannot accomplish, work at this level: Tap out the beat on his hand; help him clap in time to march; march with him.

B. Level -- Clap or tap in time to one syllable words. Using a book or poem, see if he can "keep time". The Dr. Seuss books are particularly good for this. If he can't, work at this level: Tap out the beat on his hand, on the table; help him to tap or clap to the beat.

C. Level -- Clap time to multi-syllable words - using a dictionary - to insure accuracy - have the child clap or tap to the number of syllables he hears. Start with one syllable and work up to 5. They do not have to be familiar words.

D. Level -- Make marks on paper to correspond to the syllables that you hear (ex. news-pa-per). Then have the child show you which dash stands for each syllable in and out of sequence.

E. Level -- Have child listen and give you the sound he heard first at the beginning of words; then at the end; then in the middle. Use one syllable and multi-syllable words. Make sure he gives you the full sound.

F. Level -- This is the most difficult skill. Have the child add, drop, and change sounds. Example: pan - add "s" to the beginning - span.

As a result of the workshops in the areas of visual memory, visual perception, auditory memory, auditory perception, and tactile and kinesthetic skills, a program was developed for a first grade pilot project. This project will be an extension of this project and will be written up as my Maxi II.

## APPENDIX C

January 15, 1976

Dr. Sam O. Kaylin
Practicums Department
National Ed.D. Program for Educational Leaders
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

In my capacity as Special Education Administrator for the Providence School Department, I was very much interested in the staff development program implemented at the Edmund W. Flynn Model Elementary School. I attended several meetings with respect to this program and provided resource personnel from the Special Education Department to assist in its implementation.

Mr. Anthony J. Tutalo implemented the staff development program as stated in the Practicum Proposal. He requested and received support from central administration. As a result, a full time Diagnostic Prescriptive Teacher was assigned to Flynn. Also, ten released time days were approved for workshop activities. These workshops were planned, developed, and implemented by the Flynn staff. As a result of contacts made with several colleges, the Flynn School was selected to participate in Project REEAP, a special education in-service program. A college based instructor was assigned to the school to assist in training regular teachers and administrators in effectively educating children with special needs. This program is presently being implemented at two additional schools in Providence.

A staff development program was planned, developed, and implemented at the Flynn School during the 1974-75 school year. It was successful in providing in-service training to teachers and administrators. The program was implemented at no additional cost to the Providence School Department. It is presently being implemented, in varying degress, at two additional schools in Providence. I feel that this program resulted in increased expertise on the part of the Flynn staff in meeting the special needs of handicapped children.

Sincerely,

John J. McKenna
Planner/Administrator

JMK:cm

APPENDIX C

January 7, 1975

Dr. Sam O. Kaylin
Practicums Department
National Ed. D. Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

In my capacity as Training and Staff Development Manager for the Providence School Department, I was asked to serve as monitor for the Maxi I Practicum for Anthony J. Tutalo, Providence Cluster. The following observations were made in that capacity:

1) Mr. Tutalo performed the work for which he accepted responsibility as stated in the Practicum Proposal, Section 3, "Developing a Practicum Design." As a central staff administrator, I was involved in the approval of the Staff Development Program as proposed by Mr. Tutalo. Subsequent to that, I was also involved in the approval of the ten released time days submitted to and approved by the State Department of Education.

2) It is my opinion that the Staff Development Program implemented by Mr. Tutalo was successful in achieving its stated goals. The Program was developed, implemented, and evaluated at no additional cost to the Providence School Department and it is presently being implemented at two additional schools in Providence. The summative evaluation concerning student achievement, although not conclusive, also indicates that the Staff Development Program had a direct benefit to children. As the Program continues at Flynn and the two additional schools, it is hoped that the results will be validated.

I would also add that as a result of this program, a positive relationship has developed between the Providence School Department and the Special Education Department at Rhode Island College. This relationship has continued and increased the opportunity of the schools in Providence to utilize the resources at Rhode Island College in the training of teachers to better meet the special needs of children.

Sincerely,

Phil Zarlengo, Ph.D.
Coordinator Compensatory Education

PZ/rr

cc Anthony J. Tutalo

(82)

OFFICE OF IMPLEMENTATION
DEPARTMENT OF PUBLIC SCHOOLS
1491 BROAD STREET
PROVIDENCE, RHODE ISLAND 02904

THOMAS J. Mc DONALD
Segment Administrator

January 20, 1976

Dr. Sam O. Kaylin
Nova University
College Avenue
Fort Launderdale, Florida 33314

Dear Dr. Kaylin:

As a district supervisor for the Edmund W. Flynn Model School, I have had the opportunity to observe on a first-hand basis the results of Mr. Anthony J. Tutalo's practicum effort. It is my opinion that the Staff Development Program implemented by Mr. Tutalo has been eminently successful.

I personally attended several of the released time meetings and read the final report of the project. I am convinced that his efforts will produce a positive effort at the Flynn School as well as holding the promise for replication in other schools in the district. There is no question in my mind as to the achievement of objectives as originally set forth by Mr. Tutalo.

I would be pleased to answer any specific evaluative questions you may wish to refer to me.

Truly yours,

Thomas J. McDonald

Thomas J. McDonald